

YEAR PLANNING

Class: **Term:** **Subject:** Art and DT **Unit:** Carnival Lanterns

Differentiation and support (Detailed differentiation in weekly plans.) SEN: Support from more able partners in mixed ability work. Additional adult support. GT: Encourage further independent research and experimentation. Provide extension activities to apply their own knowledge and research.	Cross Curricular Mapping Citizenship: Science: PSHCE: Drama
---	---

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	(1 hour) To investigate and draw a range of carnival lanterns to learn what they can add to festivals and parades.	Intro: Introduce the topic with images, ppt and or videos of carnivals and parades with lanterns. Ask the children to notice and choose one lantern to remember and describe. Think, pair, share with a partner. Ask the children questions such as: What materials are used to make the lantern? What shape is it? How is it decorated and does it light up? Create an image and word bank on a white board with all their ideas Main: Draw and label 4 different potential lantern designs using the basic templates in their design booklets Extension: Children can annotate the defining features, structures and describe how it should be carried. Plenary: Show your designs to your table group or partner and discuss which one would be the best to make and why.	Images, Ppt, videos http://www.samesky.co.uk/events/childrens-parade White board and pens Design booklets Drawing pencils and colouring pencils	MUST: Draw 4 designs SHOULD: Label the materials and names of the different parts COULD: Describe how the light might be made and how they will be carried.
2	(1 hour) To learn how to develop lantern prototypes from a set of given materials	Intro: Recap on last lesson. Demonstrate the best methods of joining the sticks to make strong structures; making two-way joins, circles, and four way cross-joins. Main: On each table set out cane sticks for the group to use and to assemble temporarily to make one lantern structure. (Each group could suggest a theme). Ask the children to investigate the properties of the sticks before they make a structure. When they have investigated the materials they should design a lantern based on their findings	Design booklets Pencils Bamboo and basket making cane Masking tape	MUST: Make a temporary experimental lantern SHOULD: Know how to join the materials to be able to create a lantern COULD: Explain how to make

		<p>Extension: Children can draw and write about how they could improve their prototypes.</p> <p>Plenary: Group's present and share findings. Discuss what worked well and what didn't work well.</p>		<p>adjustments and improvement in order to create a shape and structure</p>
3	<p>(1 hour) To design and begin to make a high quality lantern frame in pairs using canes.</p>	<p>Intro: Explain to the children that the class task is to design and make a set of lanterns for their school carnival. Recap on all previous work/ideas. Discuss the basic structures i.e. easy: 2d forms such as triangles, circles or leaf shapes, medium: 3d cylinders, cones, spheres etc. or more advanced shapes such as 3d stars or organic forms such as fish. Draw up step-by-step instructions on a white board how to construct the chosen structure. Demonstrate how to make a structure with a partner following the instructions.</p> <p>Main: Explain the importance of preparation, gathering materials and using accurate measurements to ensure that they have the right size before joining. Working with a partner, list and label the materials and sizes they will need on their design in the workbook. Start to construct the lantern frame by joining the canes with masking tape. Depending on ability and resources the pairs can make 1 or 2 cane structures</p> <p>Extension: Write out the sequence of production in their workbooks.</p> <p>Plenary: Discuss each lantern and ask what else they think they could do to improve their frames</p>	<p>Design booklets.</p> <p>Pencils</p> <p>Bamboo, willow withy or and basket making cane Masking tape</p>	<p>MUST: Decide on and draw a basic lantern structure.</p> <p>SHOULD: Be able to measure, cut and join together the canes successfully into a lantern frame following the steps on the white board.</p> <p>COULD: Write a detailed sequence of production</p>
4	<p>(1 hour) To understand how to cover the basic lantern structure.</p>	<p>Intro: Discuss the ways in which lanterns are covered with translucent materials. Demonstrate how to prepare fiber tissue for the base layer. First by cutting it to the appropriate sized pieces and then applying 50/50 glue to water solution to both sides of the tissue on the plastic sheets using a sponge. Explain that in their pairs on person should glue whilst the other with clean hands cuts the tissue.</p> <p>Main: Demonstrate how to stretch the wet tissue over at least two edges of the lantern structure. Then explain how the tissue should be layered in a patchwork so that there are no more than 2 pieces of tissue overlapping.</p> <p>Extension: Document the process using drawings, video or photography</p> <p>Plenary: Discuss their covered structures in a positive manner, and make changes to their surfaces, where necessary.</p>	<p>Plastic cloths to cover the tables.</p> <p>PVA Glue Plastic tubs, sponges Scissors</p> <p>Fibre Tissue</p>	<p>MUST: Cover the lantern structure with a layer of fibre tissue</p> <p>SHOULD: Be able to stretch the tissue neatly and firmly so that the structure is still visible beneath the surface.</p> <p>COULD: Make adaptations and changes to improve the surface</p>
5	<p>(1 hour) Learning how to colour and</p>	<p>Intro: Discuss / watch a video / demonstration on decoration methods.</p> <p>Revisit the children's themes and designs. Show children the range of materials available for decoration and colouring purposes.</p> <p>Think pair share about what material they will use.</p>	<p>Design Booklets ppt/video of finished lantern parades Plastic cloths to</p>	<p>MUST: decorate their lantern</p> <p>SHOULD: Choose appropriate colours and patterns for their</p>

	<p>decorate their lantern</p>	<p>Main: Demonstrate how to cut and stick coloured tissue or apply paint to the white lanterns. Remind children to prepare their materials first before they begin to decorate their Lantern.</p> <p>Ext: Start thinking how to perform with the lanterns, what movement could they choreograph?</p> <p>Plenary: Look at each other's lanterns and discuss what is working and what is not. Ask do they need any more or less decoration?</p>	<p>cover the tables.</p> <p>Paints, brushes, water, Coloured tissue PVA glue Sponges etc.</p>	<p>particular lantern</p> <p>COULD: Add tassels and write ideas for performance</p>
6	<p>(1 hour) To evaluate the quality of their work</p> <p>To suggest and make improvements to their work</p>	<p>Intro: Show how lanterns are 'finished off' adding carrying sticks and torches. Give each pair the opportunity to finish their lanterns to a performance standard. Explain that evaluating our work means seeing what went well, what did not go so well and how we could improve things in future</p> <p>Main: Read through the evaluation questions in the booklet and explain what each one is asking the children to think about Children to complete a series of questions to evaluate their work. Each pair presents their lantern to the class talking about the difficulties and strengths of the instruments. Make any necessary adjustments or finishing touches</p> <p>Ext Children to work in groups to develop lantern choreography. Make a video or take photos of children parading.</p> <p>Plenary: Ask children what else they would like to use their lantern making skills to create.</p>		<p>MUST: Evaluate their finished lantern</p> <p>SHOULD: Be able to explain what went well and what could be improved next time.</p> <p>COULD: Develop a short lantern dance to perform</p>